

The Effect of Work Environment, Group Development, Leadership, Membership, and Group Cohesiveness on Employees' Performance of Basic Education Office in Central Jakarta

¹Istaryatiningtias, ²Trisni Handayani, ³Ika Yatri

Abstract--The objective of this research is to find out the effect of the work environment, group development, leadership, membership, and group cohesiveness on employees' performance of the Basic Education Office in Central Jakarta. This research was conducted at the Basic Education Office of Central Jakarta. The data had been analyzed using path analysis. The samples of this research were 65 employees of the Basic Education Office in Central Jakarta that selected randomly. The research findings are as follows: (1) there is a direct effect of work environment on group cohesiveness; (2) there is a direct effect of group development on group cohesiveness; (3) there is a direct effect of group on group cohesiveness; (4) there is a direct effect of membership on group cohesiveness; and (5) there is a direct effect of group cohesiveness on employees' performance. And there are indirect effects of the work environment, group development, leadership, and membership on employees' performance. Based on those findings, it can be concluded that the variation of employees' performance is affected directly by variation of group cohesiveness, meanwhile, the group cohesiveness is addicted directly by the work environment, group development, leadership, and membership. Therefore, group cohesiveness should be put into consideration in determining employees' performance of the Basic Education Office in Central Jakarta.

Key words--Work Environment, Leadership, Cohesiveness, Performance

I. INTRODUCTION

One of the progress in the development of a country is determined by quality human resources. To form quality human resources, education is needed. Therefore, each country's top priority should be on education development. This was realized by the founders of this Republic from the start. Quality problems Education is almost evenly distributed throughout the country. Performance problems of employees in the school environment. The Central Jakarta Office of Basic Education for the administration of Central Jakarta may not only be related to staffing issues, but it involves the entire system. This problem is very complicated, because it involves human resources individually, groups and organizations that are also influenced by management and an adequate work environment. This staffing problem also shows that the cohesiveness of employees within the Central Jakarta District Office of the Basic Education Department needs further attention in order to improve its performance.

¹Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia, Email: iis_ningtias@uhamka.ac.id

²Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia, Email: trisni@uhamka.ac.id

³Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia, Email: lkayatri@uhamka.ac.id

The problem of a healthy and safe work environment is still a work that must be resolved by the Indonesian government. This is due to the lack of firmness and resources resulting in a gap between regulations and real conditions. [8] A researcher from Massachusetts Lowell University in the United States, revealed that the gap between law and its application in the field is due to the lack of government assertiveness and no less important resource constraints. The problem of an unhealthy work environment also has an impact on the cohesiveness and performance of employees. Therefore, there is a need for socialization, both campaigns and other forms of more intensive efforts to increase employee awareness in particular and the community in general so that Occupational Safety and Health (K3) becomes the nation's culture in all its activities so that the level of accidents and diseases caused by work can be suppressed or predicted. Support for the work environment can be seen from the clarity of tasks, setting facilities and infrastructure, communication between members of the organization, and technology support. While the main aspect of organizational effectiveness is of course not only the work environment, the most important thing is human resources. In order to realize a participatory program, it is necessary to further study staff participation in the organization. Many matters are related to the issue of staff participation in order to improve organizational performance. Besides the work environment and leadership issues, the meaning of the problem of group development is also important. Group development as a supporter of organizational performance is expected to encourage employee involvement in strengthening organizational forms and norms. A more mature organization has more experience. Organizational development is expected to encourage each member of the organization to avoid "disputes" between members of the organization. It is hoped that this will increase the group's cohesiveness in the organization, which in turn will improve its performance.

Some of the bad images inherent in government agency employees are government employees considered as human resources who work slowly and convolutedly, are less effective and efficient, and do not have a clear job. Why do civil servants (PNS) is not doing well in the eyes of the public? Is this related to formal education level or other problems? It was noted that around 72% of all civil servants were High School (SMA), graduates. Of the approximately 4 million or 53% of civil servants of which need to be fostered continuously in order to achieve the expected level of productivity and professionalism [6].

The image of employees who work slow and convoluted raises questions about their work environment. This problem may be related to communication between employees with employee cohesiveness at work. The image of employees who work less effectively and efficiently raises the question of leadership and membership. This problem might be related to the management of employees with group cohesiveness. Meanwhile, the image of employees who do not have a clear job raises the question of how the development of employee employees with group cohesiveness. The three bad images of the employee raise the question of how the cohesiveness of the group and answers the question of how the cohesiveness of the group and answers questions about employee performance problems. This is interesting to study further in order to answer the questions of most people who often complained about the problems of civil servant performance.

II. LITERATURE REVIEW

Performance

Performance is essentially the result of one's work in carrying out their work. According to [7] performance is the expected result of a person's actions in carrying out a job. This simple opinion shows that the performance is basically the result of a person's performance in carrying out work. Performance is influenced by group cohesiveness. As stated by [15], because of the high group occupational expertise of individuals who are motivated to get together, there is a tendency for effective performance. Performance can not be separated from the role of individuals and groups in order to achieve organizational goals. Thus, in order to realize the performance of effective members of the organization needs to support the effectiveness of the workgroup. To develop the effectiveness of workgroups, managers are faced with various factors that influence by various factors, including group membership, work environment, organizational factors, and group maturity and development. While group cohesiveness is influenced by the work environment, group membership, group development, and leadership. Cohesiveness to remain part of the group. The work environment is the completeness of physical and non-physical facilities supporting work. Group membership is the existence of individuals who support groups. Group development is the stage of the group work cycle in achieving goals. Thus, in assessing performance, consideration must be given to the appraisal period, namely the length of time spent assessing performance and the results achieved in accordance with the time that has been planned. In addition, it must also be considered regarding the management of performance (performance management), namely the total process of observing the performance of employees in relation to work is required in the time period.

More complete limits are conveyed by [14], performance is the result of performance is the work achieved by a person or group of people in an organization legally, does not violate the law, and does not conflict with morals or ethics. Understanding performance is not only the result of work in realizing goals but also required not to violate applicable norms. Asserts that performance appraisal includes setting goals, assessing the results achieved and creating criteria that can be met and measured many times from each description of one's work. Thus the performance appraisal must consider that performance is not personality. Performance evaluation is an assessment of actual, concrete, and relevant issues, not subjective emotions and feelings. Performance appraisal is also in order to seek agreement on what employees will do to improve performance. Based on the description above, what is meant by performance is for one's performance in carrying out tasks in order to achieve organizational goals, with indicators: success in completing tasks, achieving goals, being consistent in acting, disciplining, and providing support.

Work Environment

The work environment is basically the availability of facilities and infrastructure as well as the social aspects that support workers in carrying out work. Organizational members or employees involved in the same work, various joint tasks, or facing the same job need a work environment that can support their togetherness. According to [11] work environment in the form of the physical environment but also the process of communication and technological support. The work environment has an impact on the behavior of organizational members in carrying out their work.

[5] Explains that the environment of facilities and infrastructure significantly influences employees. The term environmental facilities and infrastructure are known as the work area or territorial. In line with the above opinion, [17] States that there are two factors that determine employee work productivity, namely the work environment and employee motivation. It was further explained that both the environment of facilities and infrastructure and conducive social conditions could affect productivity. Based on the description above, what is meant by work environment is the availability of facilities and infrastructure as well as social facilities that can support work performance, with indicators: room comfort, completeness of work, completeness of information technology tools, harmony of communication between organizational members, and continuity of communication between superiors and subordinates.

Group Development

Group development is essentially a stage of the group's work cycle in achieving its goals. Each group has a different level of the work cycle. This is in accordance with the level of maturity of the group. Therefore it is necessary to first understand the nature of the group. Group development influences group cohesiveness and will ultimately affect its performance. [15] States that basically group development seeks to use high interaction within groups to increase group cohesiveness. Meanwhile, group cohesiveness was formed because of the togetherness which was built by group members to improve their performance. It was further explained that group development includes setting goals, developing interpersonal relationships between group members, analyzing roles to clarify each of the roles and responsibilities of each member, and analyzing group processes.

Each group has its own characteristics and development. Although the groups are fundamentally different, certain growth patterns are identified and traversed by group development. According to Tuckman, as quoted by [1] Stages of group development include: (1) forming (forming); (2) commotion (storming); (3) setting norms (norming); (4) performing; and (5) removal (adjoining). It was further explained that the formation stage was the initial stage of group development. The second stage is characterized by a high level of conflict. In the third stage, the late group achieves interconnection and has high cohesiveness. The fourth stage is marked by an adult group. The last step is about displacement. In this stage, the group prepares to disperse. Thus it can be seen at what level the development of a group is located. When starting a group establishment is known as the stage of group formation. When problems arise or conflicts show that the group is entering the second stage or noise. Furthermore, after the group shows that the group enters the third stage or setting norms. The group has shown success so the group enters the fourth stage or implementation stage. However, when the group starts to get bored and gets ready to disperse, the group enters the final development or it can even be said that the group ends.

A similar opinion was conveyed by [18] that group development includes the stages of formation, commotion, normalization, and implementation of development. Further explained the steps that must be done at each group development. At the formation stage: encouraging the orientation of members explaining their goals and expectations. At the stage of the uproar: managing conflict, legitimizing differences, fostering interdependence and working towards the formation of consensus. At the normalization stage: fostering unity, showing support in preparing feedback and encouraging the empowerment of group members. At the implementation stage: identifying and

capitalizing group core competencies, fostering innovation and continuous improvement, fostering speed, and encouraging creative problem solving and level of performance stimulation.

The process of group development takes time and even traumatizes its members. Bass and Ryterband, as quoted by [11], stated that there are four stages in group development, namely: (1) acceptance and membership: (2) communication and decision making: (3) motivation and productivity: and (4) control and organization. Based on the description above, what is meant by group development is the stages of the group's work cycle in achieving its goals, with indicators: increasing trust, forming cooperation, managing conflict, increasing interdependence, unity among members, providing feedback, encouraging group member empowerment, fostering innovation, and continuous improvement.

Leadership

Leadership is a leader's effort in using influence in an organizational setting or situation in order to achieve goals. Leadership is different from management. The main difference between the two terms is only the focus. Leadership emphasizes the interaction of influencing others, while management prefers the procedures and results of the process of achieving the work done. Formally management is often associated with the position of managers in the organization, on the contrary leaders are more inclined towards personal characteristics in influencing followers. According to Ivancevich, Konopaske, and Matteson (2008: 413), leadership is the use of influence in an organizational arrangement or situation, produces meaningful influence and has the drive to accomplish goals. A similar opinion was conveyed by [12] that leadership is a process of influencing and supporting others to be enthusiastic in achieving goals. It was further explained that successful leadership depends more on appropriate behavior, skills, and actions rather than on personality characteristics. Thus, leadership is the process of influencing and supporting others to work enthusiastically in order to achieve goals. There are three important elements in this definition, namely: 1) effort influences and supports: 2) sincere or enthusiastic effort; and 3) achievement of results. Opinion results. A similar opinion was conveyed by [15] that leadership is the ability to influence a group of people to achieve goals. Thus, leaders who do not have the ability to lead will confuse subordinates. In other words, without leadership, an organization will only confuse people and machines, like an orchestra without conductors. Leadership causes potential changes to become a reality.

Leadership as a leader's actions can be seen from the point of view of the leader himself and followers about effective leadership. [4] states that an effective leader from the leader's perspective includes: maximizing flexibility and choices, eliminating perception perceptions, motivating staff, asking questions effectively, listening actively, developing creativity, improving staff performance, building a team, react to change, and understand the self-change preferences. Whereas effective leaders from a follower's point of view include: putting work in context, developing followers, leading by example, and providing support. In addition to the viewpoints of leaders and followers, there are still other variables that underlie leadership effectiveness. [11] states that there are many variables that are fundamental to the effectiveness of leadership in work organizations, namely: characteristics of leaders, types of leadership power, characteristics of subordinates, relationships between leaders and groups, types and nature of organizations, types of tasks that can be achieved, technology, organizational structure and management systems, types of problems and the

nature of leadership decisions, the nature and influence of the external environment, social structure and organizational culture, and the influence of national culture. Based on the description above, what is meant by leadership is the use of the influence of the leader in directing members to achieve organizational goals, with indicators: work alignment with goals, staff empowerment, role models, support for work teams with goals, staff empowerment, role models, support for work teams, and conflict resolution.

Membership. When a group increases its membership, the problem that arises is a problem of communication and coordination. According to [11], the problem of group membership includes group size, member harmony, and member permanence. This opinion shows that the size of a small group is certainly different in coordination with large groups. The harmony of smaller group members is more easily observed than in large groups. Likewise, the permanence of being a member of the group.

Group membership influences group cohesiveness which further influences performance. According to [10], several factors influence group cohesiveness: group equality, group size, member interaction, group success, and competition or outside challenges. Furthermore, the potential level of performance of a group depends on the resources that each group member brings. Robbins (2001: 248) states that the ability to determine parameters for what we can do members and how they will do it effectively in a group. Thus the main indicator of organizational membership is the ability of group members. The importance of choosing the right group members is the main basis of group success. In selecting group members there are several levels. With various main requirements, group members must be able to work together in groups well. Adam, as quoted by [2], states that there are three main factors in group membership, namely: (1) technical and professional competence, (2) ability to work as a group member, and (3) having the desired personality attributes

The guideline of directing group members to achievement does make sense to remember that group success is due to differences. [3] States that the formation of groups with members of various values and beliefs about good and bad as well as what one should and should not do is important to build group cohesiveness. Differences such as age, education, citizenship, and gender appear to be significant for group members to work together successfully. Based on the description above, what is meant by membership is the existence of individuals in the group that influences group processes in achieving goals, with indicators, the suitability of the number of individuals with the workload, harmonious relationships within groups, individual loyalty to groups, and individual sincerity towards achievement group.

Group Cohesiveness

Group cohesiveness is basically the cohesiveness of group members in order to achieve common goals. Group cohesiveness is an important element in supporting organizational effectiveness. Therefore, group cohesiveness must be a central study of groups. This is reasonable given the group's cohesiveness related to decision making, the achievement of goals, identity, and member satisfaction. [13] States that group cohesiveness is the level at which group members are the level at which group members desire to remain in the group or the resultant of all group members' actions to remain members of the group. Thus it can be said that studying groups can not be separated from cohesiveness. While each member of the organization is required not only to work alone but also in workgroups. In

relation to working in groups, each member of the organization must support group cohesiveness. [15] States that group cohesiveness is the degree to which members feel uninterested and motivated to remain in the group. The cohesiveness of this group is important because it proves to be closely related to group productivity.

Group cohesiveness is intended to increase organizational effectiveness. Group cohesiveness is formed because of the togetherness that is built up by group members to improve work effectiveness. [11] States that group cohesiveness is the level at which group members interact, collaborate, unite and work together effectively. These limits indicate that indicators of group cohesiveness include: interaction of members in the group, cooperation of group members, unity among group members, and effective joint work. Groups can enforce norms and their influence on organizational behavior depends on the level of interest of their members. This is the need for group cohesiveness. [3] Interpersonal within a group, which depends on factors such as closeness, similarity, interest among individual group members, the size and size of the group, intergroup competition, and similarity of goals. This limitation shows that group cohesiveness is cohesiveness among group members in a group formed because of closeness, shared interests, between group members, group size and size, competition with other groups, and similarity in purpose. Based on the description above, what is meant by group cohesiveness is the interrelation between group members to remain part of the group, with indicators: closeness, shared interests, between group members, group size and size, competition with other groups, and similarity in objectives.

III. METHOD

In general, this research is to prove the effectiveness of the work environment, group development, leadership, membership, and group cohesiveness on the performance of employees of the Central Education District Office of Central Jakarta Administration. This research uses a survey method with a causal technique. The variables studied consist of two types, namely: exogenous variables and endogenous variables. The study population was employees of the Central Jakarta District Office of Basic Education. The sample in this study was taken using the Simple Random Sampling Technique, which is a method of withdrawal of the sample carried out by a simple random method. This technique is to obtain a sample of 65 group III employees from the total sampling frame of 80 employees. Data collection techniques were carried out using a questionnaire with an Attitudinal Measure scale. This was done to assess employees in the Central Education Office in Central Jakarta Administration City who were sampled and also as respondents for variables: work environment, group development, leadership, membership, group cohesiveness, and performance in this study.

The constellation of the research model can be seen in the picture below.

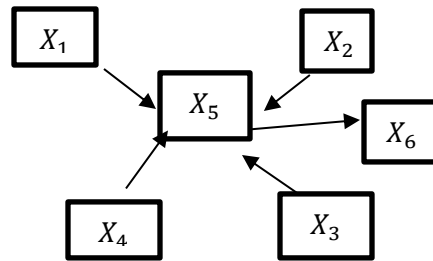


Figure 1 Constellation of the Research Model

Information:

X_1: Work Environment

X_2: Group Development

X_3 : Leadership

X_4: Membership

X_5: Group Cohesiveness

X_6: Performance

The data analysis technique used is descriptive and inferential data analysis techniques. The use of descriptive data analysis techniques to obtain a picture of the spread characteristics of each variable studied. Descriptive analysis is used in terms of data presentation, central size, and size of the distribution. The presentation of data uses distribution lists and histograms. The central size includes the mean, median, and mode. The size of the spread includes variances and standard deviations. Whereas inferential analysis is used to test hypotheses using path analysis. All hypothesis testing was performed using $\alpha = 0.05$. Before testing the hypothesis, first test the normality of the error of the regression text using the Lilliefors Technique, and the homogeneity test of the variance using the Barlett Test Technique.

IV. RESULT AND DISCUSSION

Model Testing

1. Structural Model and Intervariable Correlation Matrix

The structural model consists of two substructures, namely Substructure-1 and Substructure-2.

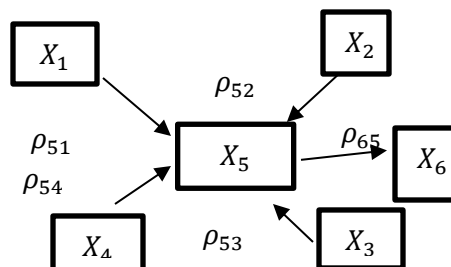


Figure 2 Causal Relationship between Variables X_1, X_2, X_3, X_4, X_5, and X_6

The correlation matrix between variables in the structural model as presented in Figure 2, can be seen in Table 1. In addition, all correlation coefficient values are significant at $\alpha = 0.01$.

Table 1 Correlation Matrix Between Variables

Variable	X_6	X_1	X_2	X_3	X_4	X_5
X_6	1,000					
X_1	0,428	1,000				
X_2	0,345	0,480	1,000			
X_3	0,386	0,504	0,525	1,0000		
X_4	0,309	0,490	0,394	0,309	1,000	
X_5	0,853	0,684	0,819	0,659	0,753	1,000

2. Path coefficient in Substructure-1

Causal relationships in Substructure-1 are presented in the following Figure 3: The causal relationship between variables in Substructure-1 consists of an endogenous variable, namely X_5 and four exogenous variables, namely X_1 , X_2 , X_3 , and X_4 . The correlation matrix between exogenous variables in Sub-Structure-1 can be seen in Table 2.

Table 2 Exogenous Correlation Matrix in Sub-Structure-1

	X_1	X_2	X_3	X_4
X_1	1,000	0,480	0,504	0,490
X_2	0,840	1,000	0,525	0,394
X_3	0,504	0,525	1,000	0,309
X_4	0,490	0,394	0,309	1,000

Based on the exogenous correlation matrix between variables, as presented in Table 2 the inverse correlation matrix is then determined. Determination of the inverse correlation matrix between exogenous variables in Substructure-1 is done using mathematical facilities in Microsoft Excel. The results of determining the inverse correlation matrix between exogenous variables can be seen in Table 3.

Table 3 Exogenous Correlation inverse matrix in Substructure-1

	X_1	X_2	X_3	X_4
X_1	1,675519	-0,325815	-0,508368	-0,536308
X_2	-0,325815	1,566172	-0,570553	-0,280934
X_3	-0,508368	-0,570553	1,557647	-0,006711
X_4	-0,536308	-0,2809934	-0,006711	1,375635

After obtaining the correlation matrix and the inverse correlation matrix between the exogenous variables in Sub-Structure-1, then each path coefficient (ρ_{ji}) can be calculated. The results of the calculation of the path coefficient in Sub-Structure-1 are presented in Table 4. RTM Journal of Problems

Table 4 Path coefficient values in Substructure-

Path	Pah Coefficient	Pah Coefficient Value
X_5X_1	ρ_{51}	0,141
X_5X_2	ρ_{52}	0,473
X_5X_3	ρ_{53}	0,206
X_5X_4	ρ_{54}	0,434

The coefficient is determined in Sub-Structure 1, i.e. $R^2(2_51234) = 0.9458$. This means that variations in change in the work environment (X_1): Group Development (X_2): Leadership (X_3); and Membership (X_4) can jointly explain 94.58 variations in changes in the Group Cohesiveness variable (X_5). The effect of other variables on the X_5 variable, namely $\rho_{5\epsilon_1} = 0.233$. This can indicate that in addition to the Work Environment (X_1): Group Development (X_2): Leadership (X_3); and Membership (X_4), there are other variables that affect Group Cohesiveness (X_5) with an effect of 5.24. Overall test or F test on the path coefficient in Sub-Structure-1 produces $F_{\text{calculate}} = 261.57$. Meanwhile, $F_{\text{table}} = F_{(0; 05; 4; 65)}$ in Substructure-1 is 2.52. Thus $F_{\text{calculate}} = F_{(0; 05; 4; 65)}$. Therefore, $H_0: \rho_{51} = \rho_{52} = \rho_{53} = \rho_{54} = 0$ is rejected. This means that the variations of variables X_1 , X_2 , X_3 , and X_4 together can explain well the variation of variable X_5 . Thus, it can be continued on individual test or t test. The results of the t test calculations are presented in Table 4.18. in the table it can be seen that the value of $t_{\text{calculate}}$ all path coefficients in Sub-Structure-1 is greater than $t_{\text{table}} = t_{(0.0; 01; 60)}$. Thus, all the paths in Substructure-1 do not undergo modification.

Table 5 Individual Test Results for Path coefficients in Sub-Structure-2

Path	Coefficient Path	tcount	tTable		Test results
			$t_{0.05;65}$	$t_{0.01;65}$	
X_5X_4	0,141	3,617	1,671	2,390	Significant
X_5X_4	0,473	12,560	1,671	2,390	Significant
X_5X_4	0,206	5,498	1,671	2,390	Significant
X_5X_4	0,434	12,302	1,671	2,390	Significant

3. Path coefficient on Substructure 2

Causal relationships in Substructure-2 are presented in Figure 3. in Figure 3 can be seen as follows.

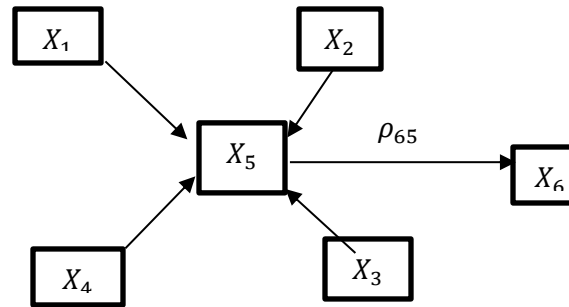


Figure 3 Causal Relations in Sub-Structure-2

The causal relationship between variables in Substructure-2 consists of an endogenous variable, X_6 and an exogenous variable, X_5 . The magnitude of the path coefficient value in Sub-structure-2, namely $\rho_{65} = r_{65} = 0.853$. The coefficient of determination in Sub-Structure-2, i.e. $R_{65}^2 = 0.7280$. This means that variations in changes in Group Cohesiveness (X_5) can explain 0.728 variations in the Performance variable (X_6). The effect of other variables on the X_6 variable, namely $\rho_{4\epsilon_2} = 0.521$. This shows that in addition to group cohesiveness, there are other variables that influence the performance with a large influence of 0.272.

Because in Sub-Structure 2 there is only an exogenous variable, no whole test or F test is performed. Furthermore, the individual test or t-test in Sub-Structure 2 results in a t_{count} of 12.99. Meanwhile, $t_{\text{table}} = t_{(0.05; 63)} = 2.52$. Thus, in Substructure-2, $t_{\text{count}} > t_{(0.05; 63)}$. This means that the value of the path coefficient in the Substructure of 0.853 is significant or significantly different from zero. Based on the calculation results of path analysis in Substructure-1 and Sub-Structure-2, the values of the path coefficient at $\alpha = 0.05$.

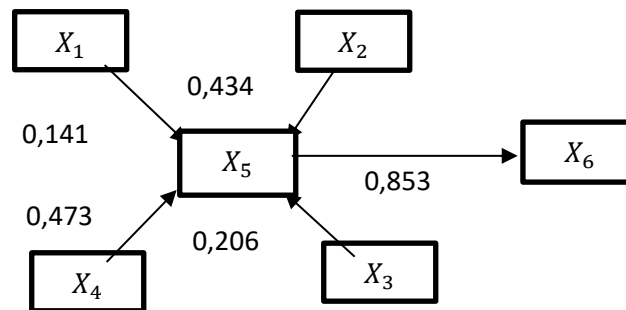


Figure 4 Model of Structural Relationships Between Variables Based on Calculation Results of Path Analysis

Hypothesis testing

Work Environment (X_1) Directly Influences Group Cohesiveness (X_5)

Proof that the Work Environment (X_1) has a direct effect on Group Cohesiveness (X_5 is carried out by testing the following hypothesis):

$$H_o: \rho_{51} = 0$$

$$H_{(1)}: \rho_{51} > 0$$

The results of the calculation of the value of the path coefficient (ρ_{51}) is equal to 0.141 with $t_{\text{count}} = 3.617$. At $\alpha = 0.01$, we get $t = t_{\text{table}} = 2.39$. Because the value of $t_{\text{calculate}} (3.617) > t_{\text{table}} (2.39)$, the path coefficient is very significant. Based on these findings it can be interpreted that the work environment significantly influences group cohesiveness.

Group Development (X₂) Directly Influences Group Cohesiveness (X₅)

To prove that group development (X₂) has a direct effect on group cohesiveness (X₅), the hypotheses tested are as follows.

$H_o: \rho_{52} = 0$

$H_{(1)}: \rho_{52} > 0$

The results of the calculation of the value of the path coefficient (ρ_{52}) is equal to 0.473 with $t_{\text{count}} = 12.56$. At $\alpha = 0.01$ obtained $t_{\text{table}} = 2.39$. Because the value of $t_{\text{count}} (12.56) > t_{\text{table}} (2.39)$, the path coefficient is very significant. Based on these findings it can be interpreted that group development has a direct effect on group cohesiveness.

Leadership (X₃) Directly Influences Group Cohesiveness (X₅)

To prove that Leadership (X₃) has a direct effect on group cohesiveness (X₅), the hypotheses tested are as follows.

$H_o: \rho_{53} = 0$

$H_1: \rho_{53} > 0$

The results of the calculation of the value of the path coefficient (ρ_{53}) is equal to 0.206 with $t = 5.50$ $\alpha = 0.01$ obtained by $t_{\text{table}} = 2.39$. Because $t_{\text{count}} (5.50) > t_{\text{table}} (2.39)$, the path coefficient is very significant. Based on these findings it can be interpreted that leadership significantly influences group cohesiveness.

Membership (X₄) Directly Influences Group Cohesiveness (X₅)

To prove that membership (X₄) has a direct effect on Group Cohesiveness (X₅), the hypothesis tested is as follows.

$H_o: \rho_{54} = 0$

$H_1: \rho_{54} > 0$

The results of the calculation of the value of the path coefficient (ρ_{54}) is equal to 0.434 with $t = 12.30$. At $\alpha = 0.01$ obtained $t_{\text{table}} = 2.39$. Because $t_{\text{count}} (12.30) < t_{\text{table}} (2.39)$, the path coefficient is very significant. Based on these findings it can be interpreted that Membership significantly influences the Group Cohesiveness.

Group Cohesiveness (X₅) Directly Influences Performance (X₆)

To prove that Group Cohesiveness (X₅) directly influences Performance (X₆), the hypotheses tested are as follows.

$H_o: \rho_{65} = 0$

H1: $\rho_{65} > 0$

The results of the calculation of the path coefficient (ρ_{65}) as big as 0.853 with $t = 12.99$. At $\alpha = 0.01$, it was obtained $t_{table} = 3.65$. Because the value of $t_{count} (12.99) > t_{table} (3.65)$, the path coefficient is very significant. Based on these findings it can be interpreted that group cohesiveness significantly influences employee performance.

Table 6 Calculation of Direct and Indirect Effects between Variables Direct Effect of Exogenous Variables on Endogenous Variables in Substructure-1

No	Hypothesis	Statistic test	Decision H_o	Conclusion
1.	The Work Environment has a direct effect on Group Cohesiveness	$H_o : \rho_{51} = 0$ $H_1 : \rho_{51} > 0$	Rejected H_o	Direct effect
2	Group development directly influences group cohesiveness	$H_o : \rho_{52} = 0$ $H_1 : \rho_{52} > 0$	Rejected H_o	Direct effect
3	Leadership has a direct effect on Group Cohesiveness	$H_o : \rho_{53} = 0$ $H_1 : \rho_{53} > 0$	Rejected H_o	Direct effect
4	Membership has a direct effect on Group Cohesiveness	$H_o : \rho_{54} = 0$ $H_1 : \rho_{54} > 0$	Rejected H_o	Direct effect
5	Group Cohesiveness directly influences Group Cohesiveness	$H_o : \rho_{65} = 0$ $H_1 : \rho_{65} > 0$	Rejected H_o	Direct effect

Table 7 Summary of Effects on Exogenous Variables on Endogenous Variables X_5 in Substructure-1 Direct and Indirect Effects of Exogenous Variables on Endogenous Variables in Substructure-2

Variable	Direct Effect on Group Cohesiveness (X_5)
Work environment (X_1)	0,019
Group Development (X_2)	0,224
Leadership (X_3)	0,042
Membership (X_4)	0,188

As stated, Substructure 2 has an endogenous variable, X_6 and an exogenous variable, X_5 . Based on the results of calculations and testing of path coefficients as summarized in Figure 4.10, it can be interpreted that the direct

and indirect effects and indirect effects of exogenous variables on endogenous variables can be interpreted. Great summary the influence of exogenous variables on endogenous variables in Substructure-2, both direct and indirect, and the total are presented in Table 7.

Table 8 Summary of Exogenous Influences on Endogenous Variables(X_6) on Substructure-2

Variable	Influence	
	Directly on Performance (X_6)	Indirect Through Group Cohesiveness (X_6)
Work environment (X_1)	-	0,014
Group Development (X_2)	-	0,163
Leadership (X_3)	-	0,031
Membership (X_4)	-	0,137
Group Cohesiveness (X_5)	0,728	-

Based on the calculation results, the influence of each variable can be described as follows.

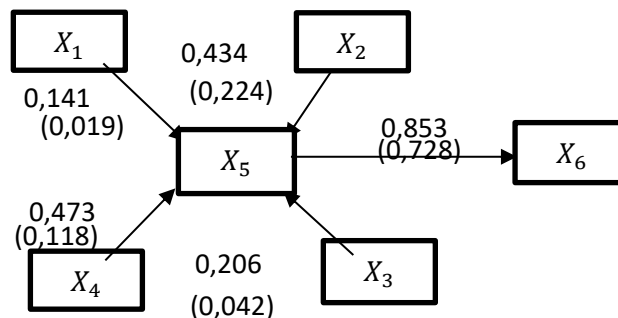


Figure 5 Structural Relationship Model Between Variables Based on the Percentage of Influence

Information:

1. Figures without urng coefficient = 0.141, for example
2. Figures in parentheses = big influence for example (0,019)

V. CONCLUSION

Based on the analysis of the results of the study can be submitted several research findings as follows.

1. The work environment has a direct effect on group cohesiveness of 0.019 with a path coefficient of 0.141.
2. Group development has a direct effect on group cohesiveness of 0.224 with a path coefficient of 0.434.
3. Leadership has a direct effect on group cohesiveness of 0.042 with a path coefficient of 0.206.
4. Membership has a direct effect on group cohesiveness of 0.188 with a path coefficient of 0.473.

5. Cohesiveness directly affects employee performance by 0.728 with a path coefficient of 0.853.

Based on the above findings, it can be concluded that the variation in the performance of employees of the Central Jakarta District Office of Basic Education is directly affected by variations in group cohesiveness, whereas variations in group cohesiveness are directly affected by variations in work environment, group development, leadership, and group membership both by themselves -self and together.

Suggestion

Based on the conclusions and implications above, it can be put forward some suggestions for the realization and improvement of organizational performance through efforts to increase group cohesiveness, as follows.

1. The Central Education Office of the Central Jakarta City Administration in order to improve employee performance should pay attention to the problem of group cohesiveness. This is intended to enable the transformation of knowledge and skills among employees so as to create an effective working group and share knowledge, skills and experience.
2. Employees of the Central Jakarta City Basic Education Office Staff should work that is mutually helpful, fun, and also competitive with other groups. This effort must exist within each employee in order to create a productive work atmosphere.
3. Researchers in the field of Education should be able to conduct more studies on other variables that directly affect employee performance. This needs to be done given that the direct effect of group cohesiveness on the performance of Central Jakarta District Administration Office staff is around 0.728. Thus there are still around 0.272 other variables that directly influence employee performance.

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